

# Canadian Daily Reading Comprehension

5



## *Includes*

- Understanding Context
- Making Connections
- Critical Thinking
- Teaching Tips
- Graphic Organizers

**Read with Confidence!**

# How You Can Help Your Child at Home

## Tips for Reading Comprehension

- Have your child read the text aloud to you, or take turns reading alternate sentences or paragraphs together.
- Talk with your child about what they have read, and brainstorm ways the information in the text relates to their life.
- Discuss the meanings of unfamiliar words that they read and hear.
- Help your child monitor his or her understanding of what they have read. Encourage your child to consistently ask themselves whether they understand what the text is about.
- To ensure understanding of the text, have them retell what they have read.

## Tips for Completing Activities

- Review instructions with your child to ensure they understand the questions.
- Encourage your child to go back to the article to support his or her answers. Then have your child highlight the important information from the text passage to help them answer the question.
- Offer your child ample opportunities to share with you their answers and the thinking processes they used to arrive at those answers.

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Canadian Daily Reading Comprehension Grade 5

ISBN 978-1-77105-267-2

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We acknowledge the financial support of the Government of Canada through the Canada Book Fund for our publishing activities.

Distributed by Nelson Education Ltd.

Printed in Canada.

# Contents

Introduction . . . . .	2	When Water Changes State . . . . .	60
Text Features . . . . .	3	What Is a Landfill? . . . . .	62
<b>Forces in Nature</b>			
Earthquakes. . . . .	4	<b>Discoveries</b>	
Hurricanes . . . . .	6	The Dinofish . . . . .	65
Tornado Alert! . . . . .	8	Discovering King Tut’s Tomb . . . . .	68
Avalanches and Landslides . . . . .	11	Discovering Exoplanets . . . . .	71
The Great Ice Storm of 1998 . . . . .	13	<b>Government</b>	
Tsunami: Killer Waves . . . . .	16	Who Rules Who?. . . . .	74
<b>The Human Body</b>			
Good Bones. . . . .	18	What Does the Prime Minister Do? . . . . .	76
When a Bone Breaks. . . . .	20	<b>Biographies</b>	
Moving with Muscles . . . . .	22	Lucy Maud Montgomery and	
Your Cardiovascular System . . . . .	24	Anne Shirley. . . . .	78
<b>Health</b>			
Are You Getting Enough ZZZs? . . . . .	27	Susan B. Anthony and Civil Rights. . . . .	80
More Vitamin C, Please . . . . .	29	The Legacy of Terry Fox. . . . .	82
Calories—We Need Them . . . . .	31	<b>Traditional Tales</b>	
Gluten and Lactose. . . . .	35	A Gift from Wali Dad . . . . .	84
Read That Label! . . . . .	37	The Wise Judge. . . . .	87
<b>Structures</b>			
Mysteries of Stonehenge. . . . .	39	King of the World . . . . .	90
Famous Bridges . . . . .	42	The Teacher and the Thief . . . . .	93
Why Igloos Work . . . . .	44	<b>Canadiana</b>	
How Buildings Kill Birds . . . . .	46	A Truly Canadian Animal. . . . .	96
<b>Matter and Energy</b>			
How Does That Fly? . . . . .	48	Up the Rocky Mountains . . . . .	98
Fill It Up! . . . . .	50	Graphic Organizers . . . . .	100
Geothermal Electricity . . . . .	52	How Am I Doing? . . . . .	110
Power from the Wind . . . . .	56	Reading Comprehension Student	
		Tracking Sheet . . . . .	111
		Achievement Certificate. . . . .	112
		Answers . . . . .	113



# Introduction

Reading comprehension is the cornerstone of a child's academic success. By completing the activities in this book, children will develop and reinforce essential reading comprehension skills. Children will benefit from a wide variety of opportunities to practice engaging with text as active readers who can self-monitor their understanding of what they have read.

Children will focus on the following:

## Identifying the Purpose of the Text

- The reader understands, and can tell you, why they read the text.

## Understanding the Text

- What is the main idea of the text?
- What are the supporting details?
- Which parts are facts and which parts are opinions?

## Analyzing the Text

- How does the reader's background knowledge enhance the text clues to help the reader answer questions about the text or draw conclusions?
- What inferences can be made by using information from the text with what the reader already knows?
- How does the information from the text help the reader make predictions?
- What is the cause and effect between events?

## Making Connections

How does the topic or information they are reading remind the reader about what they already know?

- Text-to-self connections: How does this text relate to your own life?
- Text-to-text connections: Have I read something like this before? How is this text similar to something I have read before? How is this text different from something I have read before?
- Text-to-world connections: What does this text remind you of in the real world?

## Using Text Features

- How do different text features help the reader?

# Text Features

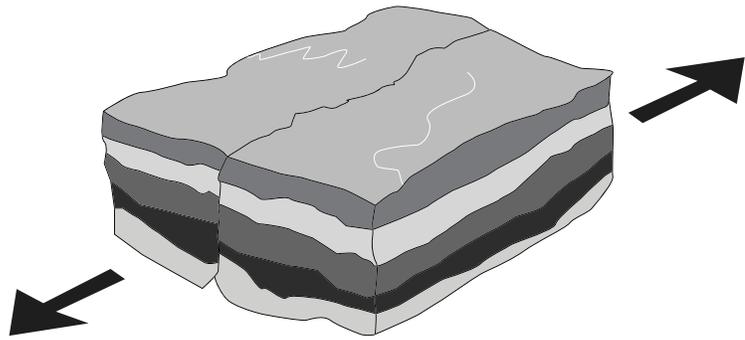
Text features help the reader to understand the text better. Here is a list of text features with a brief explanation on how they help the reader.

<b>Contents</b>	Here the reader will find the title of each section, what page each text starts on within sections, and where to find specific information.
<b>Chapter Title</b>	The chapter title gives the reader an idea of what the text will be about. The chapter title is often followed by subheadings within the text.
<b>Title and Subheading</b>	The title or topic is found at the top of the page. The subheading is right above a paragraph. There may be more than one subheading in a text.
<b>Map</b>	Maps help the reader understand where something is happening. It is a visual representation of a location.
<b>Diagram and Illustration</b>	Diagrams and illustrations give the reader additional visual information about the text.
<b>Label</b>	A label tells the reader the title of a map, diagram, or illustration. Labels also draw attention to specific elements within a visual.
<b>Caption</b>	Captions are words that are placed underneath the visuals. Captions give the reader more information about the map, diagram, or illustration.
<b>Fact Box</b>	A fact box tells the reader extra information about the topic.
<b>Table</b>	A table presents text information in columns and rows in a concise and often comparative way.
<b>Bold and Italic text</b>	<b>Bold</b> and <i>italic</i> text are used to emphasize a word or words, and signify that this is important vocabulary.

# Earthquakes

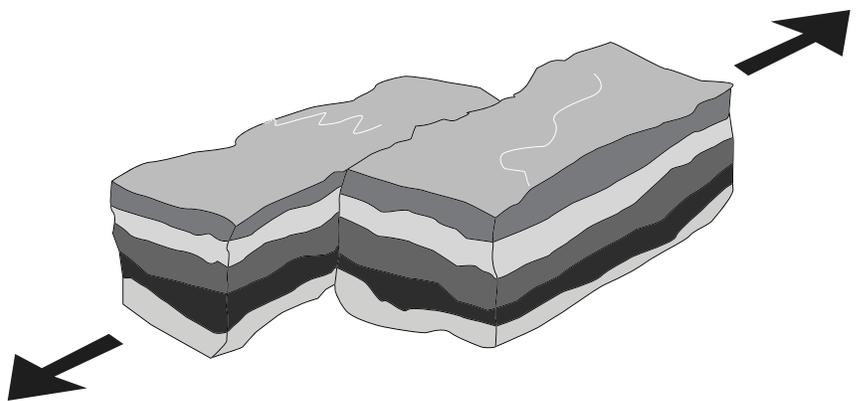
## Why Earthquakes Happen

Under the surface of Earth there are huge slabs of rock. These slabs are called **tectonic plates**. These plates move very **slowly**. Tectonic plates can **rub** against each other as they move in **different directions**.



Force builds as two plates that are stuck keep trying to move.

Sometimes two tectonic plates get stuck as they rub against each other. **Force** builds up as the plates keep trying to move. Finally, there is enough force to make the plates move again. All the force that has built up makes the plates **move quickly** for a few moments. This movement causes the **surface of Earth** to **tremble** and **shake**. An earthquake is happening!



Finally, enough force builds up to make the plates move quickly.

Think about a time when you had trouble unscrewing the lid of a jar. The lid and the top of the jar were stuck together. You used your hand to put more and more force on the jar lid to make it move. Finally, there was enough force to make the lid move. This example gives you an idea of how force builds up to make tectonic plates move after they have been stuck together.

## How Earthquakes Affect People

Some earthquakes are more **powerful** than others. In some places, earthquakes happen often, but the earthquakes are very weak. These earthquakes make the ground tremble just a tiny bit. People do not even notice that an earthquake has happened because they could not feel the ground moving. These earthquakes do not do any damage.

A powerful earthquake causes the ground to shake a lot. This shaking can do a lot of **damage** to **buildings** and other **structures**, such as bridges. In places where earthquakes tend to happen often, there are rules for building new structures strong enough to stand up to most earthquakes. Many older structures were built before the rules were put in place. Often, the worst damage from an earthquake happens to older buildings.

## “Earthquakes”—Think About It

1. What are *tectonic plates*?

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2. The overall structure of this text is cause and effect. Complete the chart to show causes and effects in the text. (Notice how one effect can cause something else to happen.)

Cause	Effect
Two tectonic plates get stuck as they rub against each other.	
	The plates move quickly for a few moments.
The plates move quickly for a few moments.	
An earthquake is so weak that people do not notice it.	
	There is a lot of damage to buildings and other structures.

3. What is one step people have taken to try to prevent structures from getting damaged during an earthquake?

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4. Why are many older structures often damaged in an earthquake?

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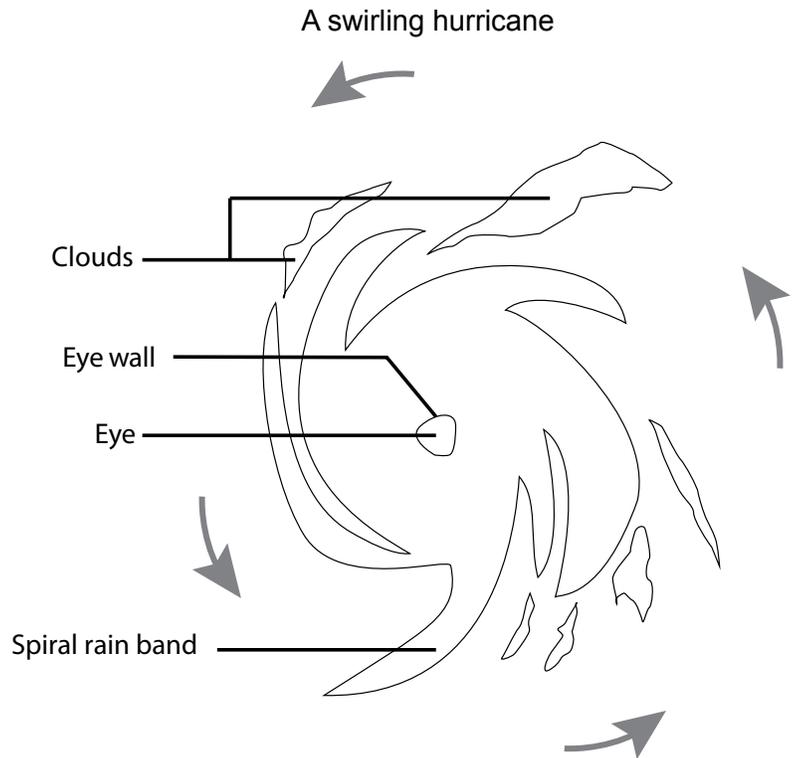
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# Hurricanes

## What Is a Hurricane?

A hurricane is a huge storm that forms over **warm ocean water**. Hurricanes have winds that move in a circle. Hurricane winds are very **powerful**, and can move at speeds from 120 km/h to over 300 km/h. Hurricanes can also bring large amounts of rain.

Hurricane winds rotate around a centre called the **eye**. The eye is the **calmest** part of a hurricane. Winds in the eye are not very strong. Around the edge of the eye is an area called the **eye wall**. The eye wall has the **strongest** winds in a hurricane.



## How Do Hurricanes Damage Structures?

Strong winds and heavy rain can do a lot of damage when a hurricane moves **over land**.

**Wind:** Hurricane winds can be strong enough to shatter windows. The winds can even knock over tall trees, which might fall on buildings or cars. Strong winds can pick up objects such as patio furniture and send them flying with **great force** into buildings, causing damage.

Strong winds can also cause a **storm surge** in areas along a **coast**. A storm surge happens when strong wind pushes water from the ocean onto land. When winds make a storm surge move quickly, the force of the moving water can be strong enough to move a house or destroy it. Storm surges cause **flooding** in areas near the coast.

**Rain:** Heavy rain from a hurricane can cause floods in areas that are not close to a coast. The floodwater can be very deep, sometimes reaching almost up to the roofs of houses. Water and mud seep into the houses and do a lot of damage. Wooden structures might not be safe after a flood. Water soaks into the wood and makes it weaker. There is danger that a wooden structure might collapse.

### Fun Fact

- A hurricane name is retired, or taken off the list, if the storm has caused severe destruction or many deaths. A new name is then added to the list to replace it.



## “Hurricanes”—Think About It

1. What is the overall structure of the text? Choose the correct answer and then give a reason to support your answer.

- Comparison (Showing how two or more things are similar and different)
- Question and answer (Asking questions and providing an answer to each question)
- Problem and solution (Identifying problems and explaining how to solve them)

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2. What are the two main ideas in the text?

First main idea: \_\_\_\_\_

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Second main idea: \_\_\_\_\_

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3. List two pieces of evidence the author gives to support the idea that hurricane winds are strong.

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4. A hurricane moves over a city. The strong winds suddenly die down. Then a short time later, the winds are strong again. What could explain this?

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5. Why might a house built of wood need to be torn down after a hurricane has caused deep floods?

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# Tornado Alert!

A **tornado** is a **column** of air that is **spinning** very quickly. A tornado starts to form in a **storm cloud**. A spinning column of air starts to move down from the cloud. Before it touches the ground, the column of air is called a **funnel cloud**. When the funnel cloud touches the ground, it is called a tornado.



A funnel cloud stretches down from a storm cloud.



A funnel cloud that touches the ground is a tornado.

## Tornadoes Are Powerful

A tornado can be one of the most **dangerous** storms in nature. Why? The wind in a **powerful** tornado is moving so quickly that it can destroy just about anything that gets in its way. In some tornadoes, the **wind speed** is over 300 km/h.

A powerful tornado can **tear apart** a house, send a car **flying** through the air, or **lift** a train car right off the train tracks. Less powerful tornadoes can still do a lot of damage. The wind can tear the roof off a house, snap large tree branches or even rip whole trees out of the ground. Falling trees and tree branches often damage homes and cars, and sometimes injure people.

## Tornado Alert! (continued)

### Tornadoes on the Move

A tornado does not stay in one place. Every tornado moves along with the cloud above it. Tornadoes move along the ground at different **speeds**. Some tornadoes move so slowly that they almost seem to stand still. A very fast tornado might move along the ground at about 100 km/h. An average tornado travels at about 50 km/h. Most tornadoes last for a few seconds to a few minutes, but some last for over one hour.

You can see where a tornado has travelled because it leaves a **path** of damaged or destroyed buildings, trees, and ripped-up ground behind it.

Weather reports will tell you if a **tornado watch** is in effect in your area. This means that the **weather conditions** are right for a tornado to form, but a tornado has not yet been seen. If you hear there is a **tornado warning** in your area, you need to get to a safe place. A tornado warning means that a tornado has been seen and might pass through your area.

#### Fun Facts

- Tornadoes are sometimes called “twisters.”
- Tornadoes were measured on a five-level scale that measures their wind speed and how much damage they do. Up to February 2007, tornadoes were measured on the F Scale or Fujita Scale (say it like this: *Foo-jee-tuh*), named after the Japanese scientist who created the scale. Tornadoes are now measured on the EF Scale or Enhanced Fujita Scale, which has higher wind speeds than the old scale.
- The strongest known tornado in Canada was in Elie, Manitoba, on June 22, 2007. That tornado was the only F5 tornado ever recorded on the original Fujita Scale. The tornado lasted for 35 minutes, cut a path 300 metres wide, and travelled on the ground for 5.5 kilometres. Luckily, no one was killed or seriously injured but 19 homes were destroyed.
- The largest tornado outbreak in Canada occurred on August 20, 2009, when 19 tornadoes touched down in southern Ontario.
- An average of 60 tornadoes touch down across Canada every year. Out of those, 43 occur in Alberta and Saskatchewan, and 17 occur in Ontario and Québec.
- If you are caught outdoors or in a vehicle when a tornado is approaching, find a nearby ditch or a hollow in the ground, lie face down in it, and cover your head with your arms. Stay there until the tornado passes. Lying low like that, you are less likely to be picked up by a tornado and less likely to be hit by flying objects.

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